



W. A. Perry Middle School

2600 Barhamville Road
Columbia, SC 29204

Grades	6-8 Middle School	
Enrollment	312 Students	
Principal	Quantina T. Haggwood	803-256-6347
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Jamie Devine	803-231-7556

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Average	Good
2012	Average	Excellent
2011	At-Risk	At-Risk
2010	At-Risk	Below Average
2009	At-Risk	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2012-13 whose 2011-12 test scores were located

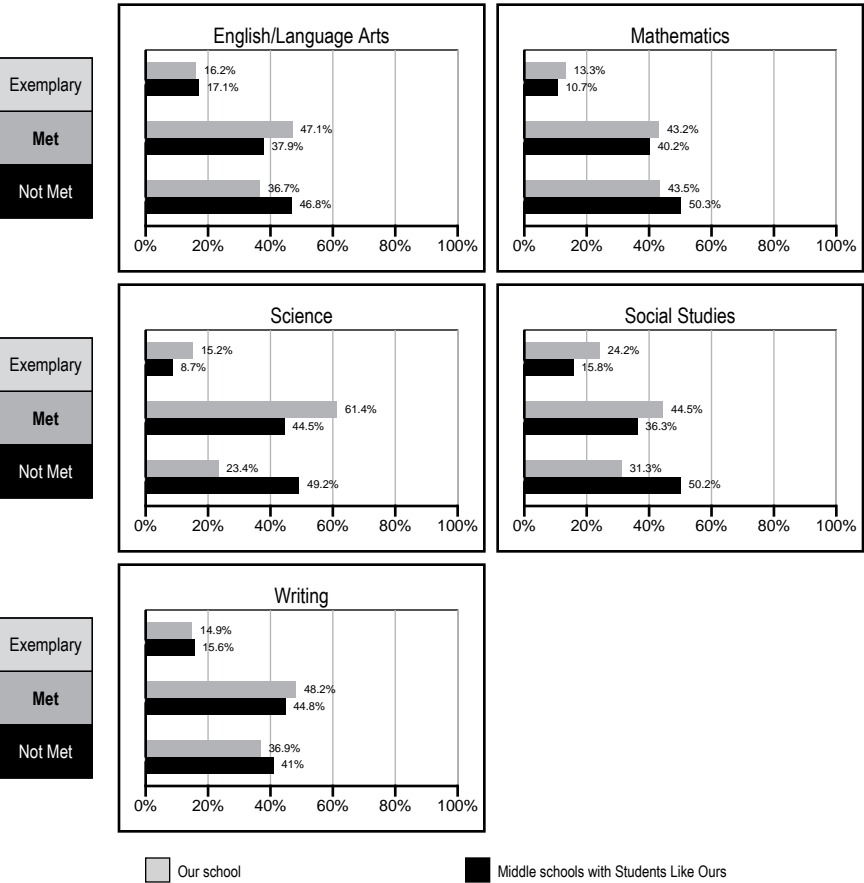
98.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	17	21	15

* Ratings are calculated with data available by 03/14/2014.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	87.6%
English 1	100.0%	86.6%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	100.0%	87.9%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=312)				
Students enrolled in high school credit courses (grades 7 & 8)	17.1%	Down from 27.1%	14.1%	24.6%
Retention rate	0.3%	No Change	0.9%	0.6%
Attendance rate	95.2%	Down from 95.5%	95.4%	95.9%
Served by gifted and talented program	13.4%	N/A	6.3%	18.5%
With disabilities	17.8%	N/A	16.0%	13.0%
Older than usual for grade	6.7%	N/A	7.8%	4.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.3%	Up from 0.0%	0.6%	0.6%
Annual dropout rate	0.5%	Down from 1.0%	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	63.6%	Down from 71.4%	60.5%	61.5%
Continuing contract teachers	60.6%	Down from 71.4%	65.5%	77.2%
Teachers returning from previous year	78.8%	Up from 76.1%	76.8%	85.9%
Teacher attendance rate	93.5%	Down from 94.9%	95.3%	94.9%
Average teacher salary*	\$49,765	Up 2.3%	\$44,380	\$47,313
Professional development days/teacher	0.7 days	Down from 11.3 days	9.3 days	10.1 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	14.5 to 1	Up from 12.7 to 1	18.4 to 1	22.1 to 1
Prime instructional time	88.1%	Up from 87.3%	89.6%	89.6%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.0%	Up from 92.4%	98.7%	99.0%
Character development program	Excellent	No Change	Excellent	Good
Dollars spent per pupil**	\$15,446	Up 12.9%	\$9,756	\$7,239
Percent of expenditures for instruction**	62.0%	Up from 60.8%	60.0%	63.0%
Percent of expenditures for teacher salaries**	55.0%	Up from 52.8%	54.0%	61.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

With the support of our superintendent and the Richland One Board of School Commissioners, W.A. Perry continues to make great strides in its mission to improve the achievement of all students. Last year's PASS scores indicate significant improvement in all subject areas, which resulted in the school receiving the Palmetto Gold Award for the 2013 school year.

We continue to use Making Middle Grades Work (MMGW) as a framework for continuous school improvement. Our teachers participated in year-long, professional development in Differentiated Instruction, data analysis, and classroom technology. As a result, we continue to see improvement in instructional delivery.

W.A. Perry is committed to meeting the academic needs of each student. Through reading and math interventions, such as Read 180, FASTT Math, and Classworks, we are able to identify student academic needs and provide strategic assistance. We also provide Extra Help opportunities during Early Bird, Lunch Bunch, the After School Program, and Saturday Blitz. Small group instruction provided the intense intervention needed to meet t students' individual needs.

In addition to receiving Palmetto Gold, students, faculty and staff of W.A. Perry were recognized on numerous occasions for their accomplishments this year. We had 100% of the Algebra I students pass the EOCEP. The Aerospace Education Excellence Award was presented to our Aerospace teacher and students. Our students placed third in the 2013 Future City Engineering Competition. We also had numerous students recognized for excelling in the performing arts as well as academics.

We continue to benefit from strong community partnerships. Volunteers from Trinity Episcopal Cathedral have supported our school by providing afterschool enrichment activities for the last 10 years, while Concerned Black Men and Harmony offer individualized mentoring and tutoring to some of our students. Many other organizations, parents, and community members provide W.A. Perry with the support we need to reach our goals.

This year was the first for our school-wide focus on Science, Technology, Engineering, and Math (STEM). Our STEM program focused on providing rigorous and engaging curriculum and instruction while integrating technology into all courses. Our students took new and exciting courses such as STEM, Fitness and Nutrition, Health Sciences, Entertainment Production, and much more. We also focused on college and career exploration and readiness and offered a Career Explorations course. We believe our STEM focus coupled with our commitment to improving teaching and learning will continue to lead to significant increases in student achievement.

Dr. Quantina T. Haggwood, Principal
Mrs. Angelina Hickman, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	81	31
Percent satisfied with learning environment	92.6%	87.7%	87.1%
Percent satisfied with social and physical environment	92.6%	88.6%	86.7%
Percent satisfied with school-home relations	73.1%	87.3%	93.6%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	51.6
Overall Grade Conversion	F

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

W. A. Perry Middle School school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☒ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.4%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	1.8%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	11.3%	0.0%	No
Student attendance rate	95.2%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 6-8						
All Students	629.2	625.5	621.8	625.0	100.0	100.0
Male	625.2	625.2	622.0	628.9	100.0	100.0
Female	632.6	625.8	621.6	621.7	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	629.3	625.9	621.8	625.1	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	591.6	594.2	590.1	585.6	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	629.2	625.5	621.4	624.7	100.0	100.0
Annual Measurable Objective (AMO)	628.0	628.0	628.0	628.0	95.0	95.0

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	106	100	33	38.5	28.6	67
	7	103	100	24.2	48.4	27.5	75.8
	8	93	100	34.5	40.5	25	65.5
2013	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	122	100	30.6	54.1	15.3	69.4
	7	104	100	36.4	44.3	19.3	63.6
	8	88	100	45.6	40.5	13.9	54.4

Mathematics

2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	106	100	24.2	46.2	29.7	75.8
	7	103	100	42.9	45.1	12.1	57.1
	8	93	100	48.8	41.7	9.5	51.2
2013	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	122	100	43.2	40.5	16.2	56.8
	7	104	100	40.9	40.9	18.2	59.1
	8	88	100	46.8	49.4	3.8	53.2

Science

2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	52	100	43.2	45.5	11.4	56.8
	7	103	100	19.8	61.5	18.7	80.2
	8	49	100	24.4	60	15.6	75.6
2013	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	59	100	28.6	69.6	1.8	71.4
	7	104	100	19.3	54.5	26.1	80.7
	8	44	100	25	65	10	75

Abbreviations for Missing Data

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N/AV–Not Available

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I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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Social Studies

2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	54	100	29.8	61.7	8.5	70.2
	7	103	100	30.8	48.4	20.9	69.2
	8	44	100	17.9	53.8	28.2	82.1
2013	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	63	100	21.8	65.5	12.7	78.2
	7	104	100	39.8	30.7	29.5	60.2
	8	44	100	25.6	46.2	28.2	74.4

Writing

2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	92	100	28.2	38.8	32.9	71.8
2013	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	125	100	38.1	49.6	12.4	61.9
	7	102	100	31.1	45.6	23.3	68.9
	8	87	100	41.8	49.4	8.9	58.2

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N/AV–Not Available

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